

A Framework and Tools for Comprehensive Program Planning

Shawn A. Henry, M.Ed.

Ohio Center for Autism and Low Incidence 5220 N. High Street Columbus, OH
43214 Main Line: 866-886-2254 Fax: 614-410-1090 www.ocali.org

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What is the NATTAP Conference?

- The premier international autism conference in training, technical assistance and effective strategies
- Over 200 sessions presented by leading scholars and experts
- Over 80 exhibitors showcasing the latest products and services

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Who will attend?

- Special and general educators
- School administrators
- State-level special education directors
- University faculty
- Parents and family members
- Psychologists
- Speech-language pathologists
- Mental health providers
- Early intervention specialists
- State and federal legislators

4

State Team Forum

- A gathering of State Team leaders from across the country
- Teams will hear from representatives from NASDSE, National Implementation Research Network (NIRN), The National Professional Development Center on ASD and Centers for Disease Control and Prevention
- Sponsored and supported by



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Collaborating Partners



6

Sponsors



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University Summit on Autism Spectrum Disorders

- Provides an opportunity for networking and information sharing on issues related to ASD
- Includes the presentation of model university programs in the area of ASD

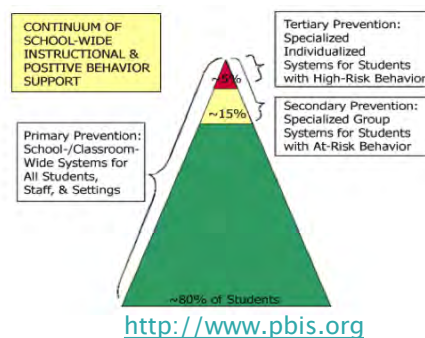
Thursday, November 20, 2008
1:00-4:00 pm

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A Framework and Tools for Comprehensive Program Planning

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Proactive Programming



- Adequate Yearly Progress
- State Standards
- Positive Behavior Supports
- Response to Intervention
- Inclusive Practices
- Individualized Education Program

4 Steps to Designing a Comprehensive Intervention Plan



1

This will help you to see the autism



2

This will show you
an individual's
strengths and skills

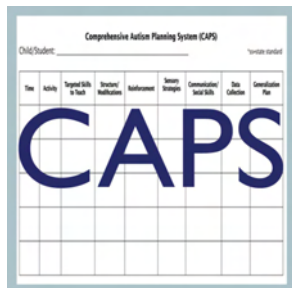
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3

This will show you how to
design interventions using
evidenced-based strategies

14



4

This will show you how to implement them across the school day

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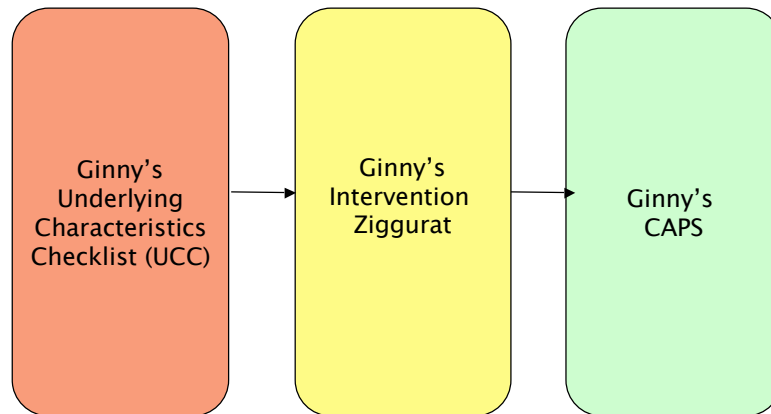
Ginny's Day

Child/Student: Ginny

Baseline of Student's Day

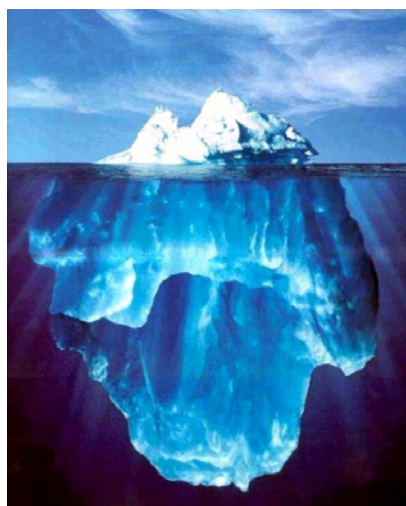
Time	Activity	Targeted Skills to Teach	Structure/Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
9:00-9:30am	Group Activity (art)	Independence Fine motor skills Reciprocal interaction with peers	One-on-one assistant Hand-over-hand assistance Modified project Seat at end of table	Verbal Praise		Follow general education classroom rules	Completed project	General education art class
9:35-10:00am	Small group reading and spelling	Active listening Identify letters, words Answering questions	One-on-one assistant Physical prompts Letter cards Point prompts Seat near wall	Verbal Praise		Follow general education classroom rules		
10:00-10:40am	Math-counting	One-to-one correspondence Number identification	Counting objects Two-on-one assistance Small group math activity Visual support for counting Point prompts	Verbal Praise				Counting objects in other environments

The Global Intervention Plan Pathway



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Underlying Characteristics



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Assessing Characteristics

Underlying Characteristics UCC

... an informal assessment tool designed specifically to identify characteristics across a number of domains associated with [ASD] for the purpose of intervention. It is not designed for diagnosis.

The results of the UCC are used to develop a comprehensive intervention incorporating each of the five levels of the Ziggurat.

Aspy, R., & Grossman, B., 2007, p.51

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Additionally, the UCC...

- Provides a “snapshot” of how autism is expressed for an individual
- Can be completed by multiple respondents
- Provides a tool for assessing progress/change

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The UCC Areas

- Social
- Restricted Patterns of Behavior, Interests, and Activities
- Communication
- Sensory Differences
- Cognitive Differences
- Motor Differences
- Emotional Vulnerability
- Known Medical or other Biological Factors



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Individual Strengths and Skills

- Focus on the positive traits of the individual with ASD
- One tool: The Individual Strengths and Skills Inventory (ISSI)
- Identify strengths in all areas
 - Social
 - Restricted patterns of behavior, interests, and activities
 - Communication
 - Sensory differences
 - Cognitive differences
 - Motor differences
 - Emotional vulnerabilities

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Ginny's Strengths and Skills

Individual Strengths and Skills Inventory	
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.	
In designing effective intervention plans, it is important to be aware of individual strengths. Please describe strengths in the following areas:	
Social	<ul style="list-style-type: none"> Pulls adult to things she likes and wants She will mimic the actions of her peers Follows actions of peers during class routines
Behavior, Interests, and Activities	<ul style="list-style-type: none"> Enjoys playing table top games with Mom Watching Barney videos Eating with family
Communication	<ul style="list-style-type: none"> Uses picture system to communicate some of her needs (bathroom, lotion to rub on hands) Uses some sign language to communicate needs (bathroom) Will echo one and two word utterances from teachers and peers Follows picture schedule with some independence
Sensory and Biological	<ul style="list-style-type: none"> Likes lotion rubbed on her hands No major health concerns - good attendance in school
Cognitive	<ul style="list-style-type: none"> Completes task boxes independently Strong rote memory skills
Motor	<ul style="list-style-type: none"> Running with peers on playground Kicking balls
Emotional	<ul style="list-style-type: none"> Is overall a happy girl

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Prioritizing Items from UCC and ISSI

- What is the vision for the child's future - the long term plan?



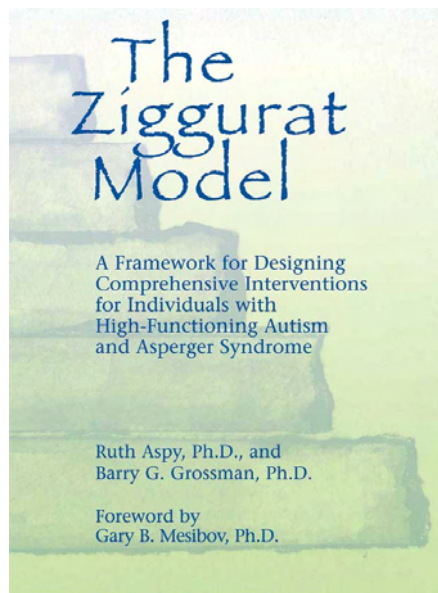
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Designing Interventions

Intervention Ziggurat

Aspy, R., & Grossman, B., 2007, p.51

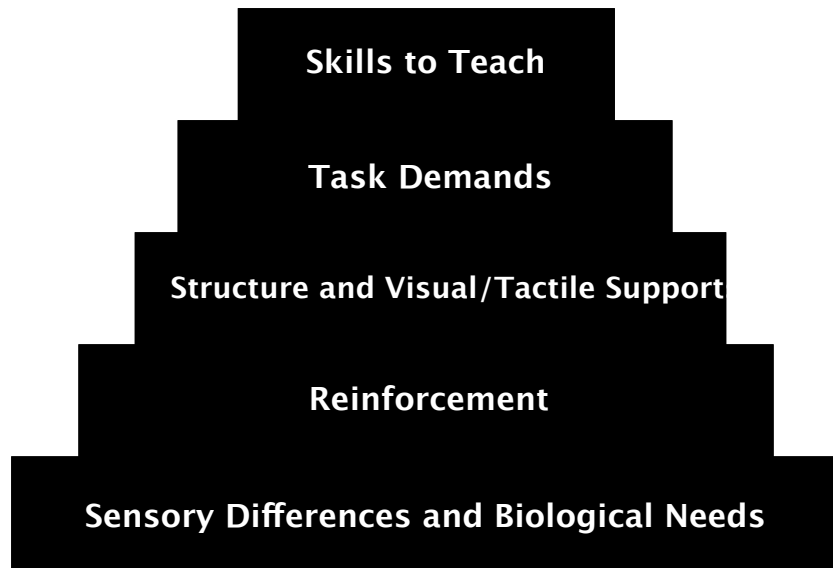
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- Sensory and Biological Needs
- Reinforcement
- Structure and Visual/Tactile Supports
- Task Demands
- Skills to Teach

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Intervention Ziggurat



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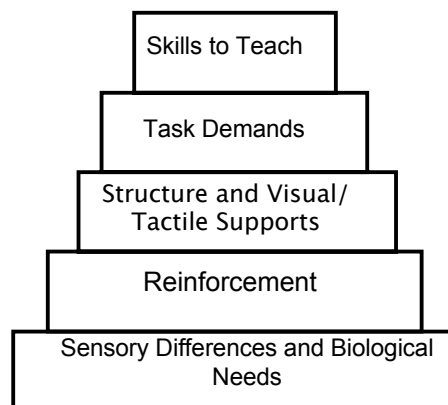
Characteristics

- Social
- Communication
- Repetitive Patterns

Associated Features

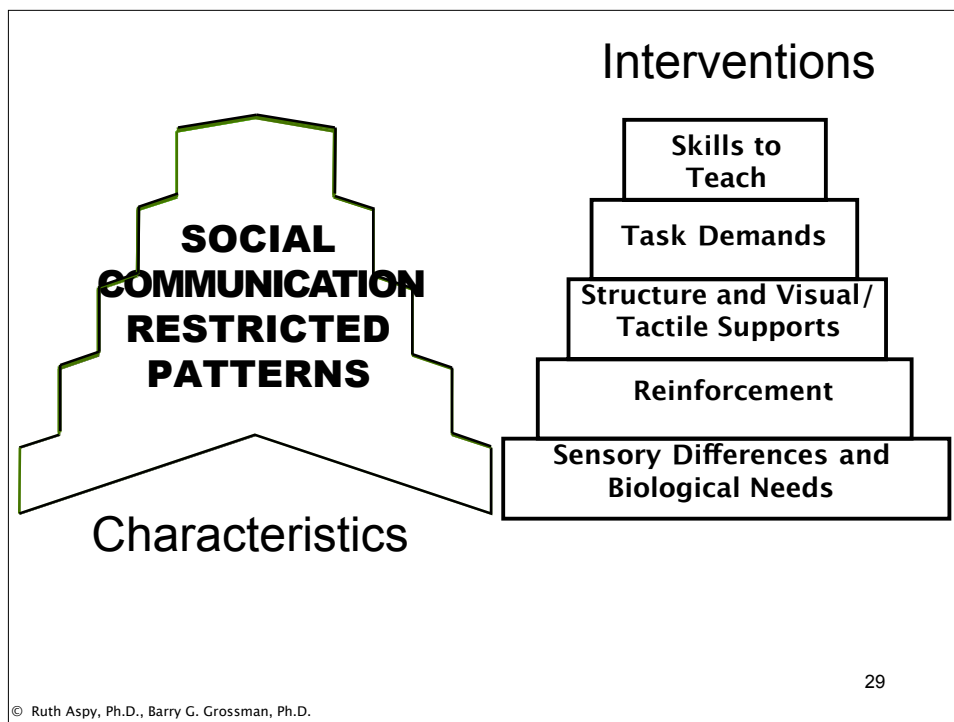
- Sensory
- Motor
- Cognitive
- Emotional Vulnerability
- Medical and Biological Factors

Interventions



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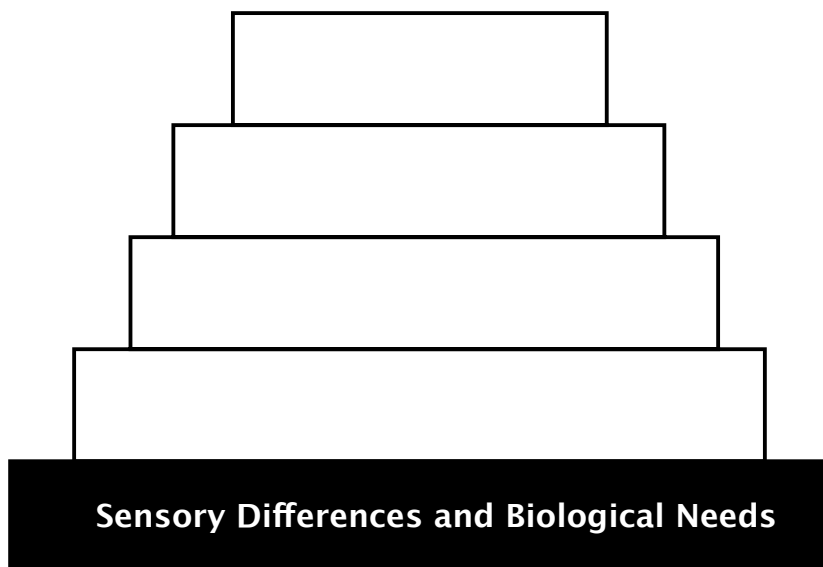


The Ziggurat Worksheet

ZIGGURAT WORKSHEET
Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

BEHAVIOR/AREAS OF CONCERN	FOR SPECIFIC INTERVENTION PLAN <small>(Operationalized Behaviors)</small>	PRIORITIZED UCC ITEMS		CHECK ALL THAT APPLY		
		#	#	A	B	C
Sensory/Biological Needs	Sensory/Biological Intervention:	#	#			
	Underlying Characteristics Addressed:	#	#			
Reinforcement	Reinforcement Intervention:	#	#			
	Underlying Characteristics Addressed:	#	#			
Structure & Visual/Tactile Supports	Structure/Visual/Tactile Support Intervention:	#	#			
	Underlying Characteristics Addressed:	#	#			
Task Demands	Task Demand Intervention:	#	#			
	Underlying Characteristics Addressed:	#	#			
Skills to Teach	Skill Intervention:	#	#			
	Underlying Characteristics Addressed:	#	#			

Intervention Ziggurat



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Designing an Intervention

BEHAVIOR/AREAS OF	FOR SPECIFIC INTERVENTION PLAN	PRIORITIZED UCC ITEMS	
OPERATIONALIZED BEHAVIORS			
Social, Communication, Restrictive Patterns, Motor	<ul style="list-style-type: none"> ① ② ③ ④ ⑤ 	<ul style="list-style-type: none"> # 6- difficulty maintaining personal space # 10- difficulty making or keeping friends # 11- difficulty joining an activity # 19 - strong need for routine #26- unmotivated by customary rewards #29- strong need for closure #32- little or no speech 	<ul style="list-style-type: none"> #43- fails to initiate or respond to greetings #46 - difficulty starting or joining conversations # 47- difficulty asking for help #49- difficulty expressing thoughts/feelings #81- difficulty with handwriting #84- difficulty using hands for fine motor tasks #85- displays atypical activity (<u>underactive</u>) #90- difficulty starting and completing actions
 Sensory/Biological Needs	Sensory/Biological Intervention:	<ul style="list-style-type: none"> • Slant board for writing • Textured paper • Adapted pencils (grippers) • Use black construction paper framing box to reduce distractions • Include physical activities in academic lessons 	
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> #81 Difficulty with handwriting #84 Difficulty using hands for fine motor tasks #85 Atypical activity level (under active) 	

Ziggurat worksheet

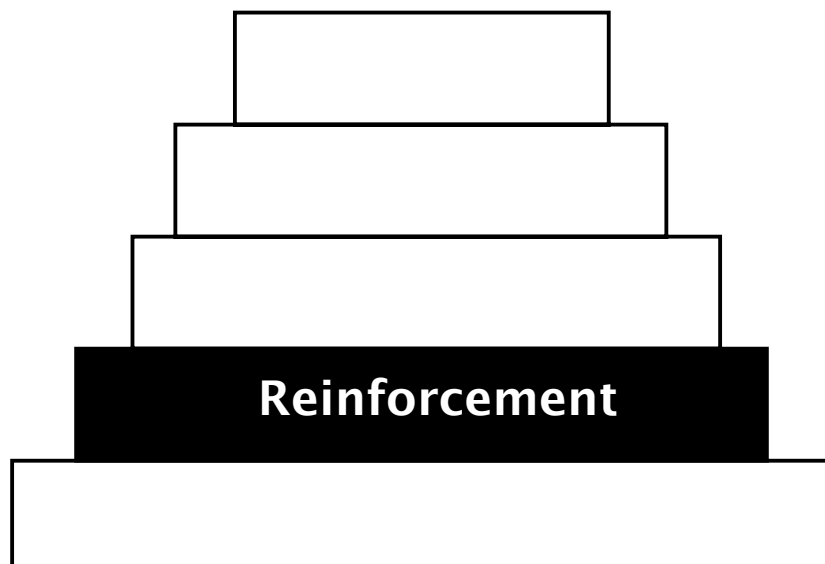
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Sensory Strategies



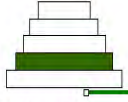
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Intervention Ziggurat



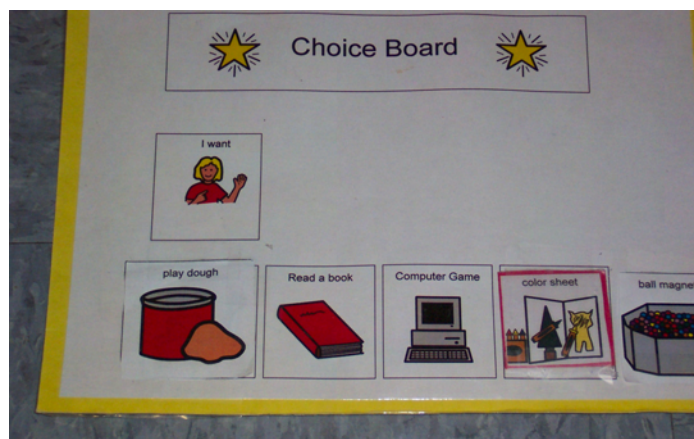
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Designing an Intervention

 <p>Reinforcement</p>	<p>Reinforcement Intervention:</p> <ul style="list-style-type: none"> Update Ginny's reinforcement inventory Include Barney videos as <u>reinforcers</u>, playing with balls Reinforce Ginny for maintaining personal space with peers Reinforce for successful practice and initiations of conversations. Reinforce Ginny for using her language boards, choice boards, desk communication board, pictures of peers Reinforce Ginny for using peers' names in a variety of settings (e.g., classroom, playground, cafeteria, etc.) Provide break / choices, playing games, social interaction with peers Reinforce Ginny for using "help" card Reinforce Ginny for stopping an activity appropriately <p>Underlying Characteristics Addressed:</p> <ul style="list-style-type: none"> #6 Difficulty maintaining personal space #10 Difficulty making or keeping friends #46 Difficulty starting or joining conversations #32 Little speech #26 Unmotivated by customary rewards #47 Difficulty asking for help #29 Strong need for closure #43 Fails to initiate or respond to greetings 	<p>✓</p>	<p>✓</p>
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Ziggurat worksheet

Reinforcers



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Intervention Ziggurat

Structure and Visual/Tactile Supports

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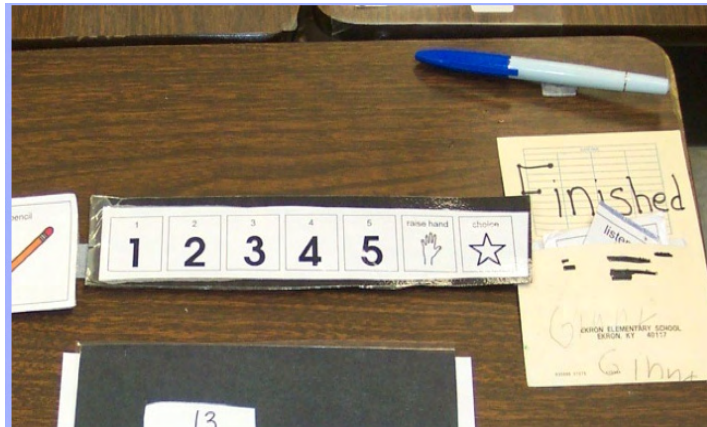
© Ruth Aspy, Ph.D., Barry G. Grossman, Ph.D.

Designing an Intervention

 <p>Structure/Visual/Tactile supports</p>	<table><tr><td>Structure/Visual/Tactile Support Intervention:</td><td><ul style="list-style-type: none">• Use classroom routines as opportunities for initiating conversation with peers. For example, teach Ginny to ask peers for their lunch choice using visual symbols.• Use choice boards, language boards to encourage communication• Use visual supports to increase predictability and structure (e.g., visual schedule, mini-schedules)• Provide "help" cards• Use picture social narratives to help with change in routine• Use visual support for work tasks (ie: 1, 2, 3 finished)• Use pictures of peers to encourage using peers' names</td><td>✓</td></tr><tr><td>Underlying Characteristics Addressed:</td><td><p>#46 Difficulty starting and joining a conversation</p><p>#32 Little speech</p><p>#19 Need for sameness and routine</p><p>#29 Strong need for closure</p><p>#47 Difficulty asking for help</p><p>#49 Difficulty expressing thoughts or feelings</p><p>#90 Difficulty starting or completing actions</p></td><td></td></tr></table>	Structure/Visual/Tactile Support Intervention:	<ul style="list-style-type: none">• Use classroom routines as opportunities for initiating conversation with peers. For example, teach Ginny to ask peers for their lunch choice using visual symbols.• Use choice boards, language boards to encourage communication• Use visual supports to increase predictability and structure (e.g., visual schedule, mini-schedules)• Provide "help" cards• Use picture social narratives to help with change in routine• Use visual support for work tasks (ie: 1, 2, 3 finished)• Use pictures of peers to encourage using peers' names	✓	Underlying Characteristics Addressed:	<p>#46 Difficulty starting and joining a conversation</p> <p>#32 Little speech</p> <p>#19 Need for sameness and routine</p> <p>#29 Strong need for closure</p> <p>#47 Difficulty asking for help</p> <p>#49 Difficulty expressing thoughts or feelings</p> <p>#90 Difficulty starting or completing actions</p>	
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Underlying Characteristics Addressed:	<p>#46 Difficulty starting and joining a conversation</p> <p>#32 Little speech</p> <p>#19 Need for sameness and routine</p> <p>#29 Strong need for closure</p> <p>#47 Difficulty asking for help</p> <p>#49 Difficulty expressing thoughts or feelings</p> <p>#90 Difficulty starting or completing actions</p>						

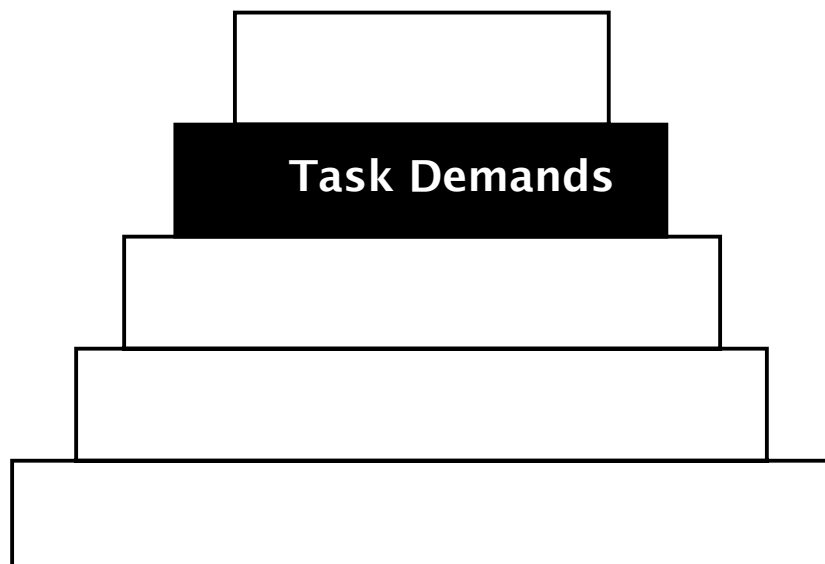
- Design an intervention and write it in the Ziggurat worksheet

Visual Support



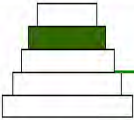
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Intervention Ziggurat



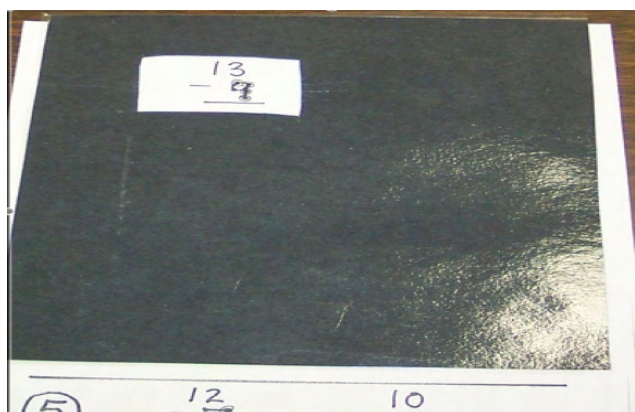
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Designing an Intervention

 <p>Task Demands</p>	<p>Task Demand Intervention:</p> <ul style="list-style-type: none"> • Use black construction paper training box to reduce distractions • Establish and train a small group of peers in Circle of Friends • Train peers in modeling conversational skills and appropriate ways to initiate conversation/interactions • Use visual supports for work tasks (how much work to do and reinforcer) • Provide communication supports (language boards, peer pictures) • Slant boards, textured paper, pencil grips for writing activities 	✓
Underlying Characteristics Addressed:	<ul style="list-style-type: none"> #10 Difficulty making friends #11 Difficulty joining an activity #46 Difficulty starting and joining a conversation #81 Difficulty with handwriting #84 Difficulty using hands for fine motor tasks #90 Difficulty starting or completing actions 	

- Design an intervention and write it in the Ziggurat worksheet

Task Demand Support



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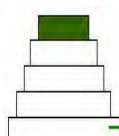
Intervention Ziggurat

Skills to Teach

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Designing an Intervention

 Skills to Teach	Skill Intervention:	<ul style="list-style-type: none"> • Teach Ginny how to use language boards • Teach Ginny how to use choice boards • Teach Ginny how to use "help" card • Provide speech and language therapy to address social/language skills • Practice using language boards, choice boards, etc. in one-on-one or small group situations before entering large group setting 	✓	✓	✓
	Underlying Characteristics Addressed:	#47 Difficulty with asking for help #32 Little speech #46 Difficulty starting and joining a conversation #43 Fails to initiate or respond to greetings			



Design an intervention and write it in the Ziggurat worksheet

Skills to Teach

Help

Ginny's Ziggurat Worksheet

ZIGGURAT WORKSHEET

BEHAVIOR/AREAS OF	FOR SPECIFIC INTERVENTION PLAN OPERATIONALIZED BEHAVIORS	PRIORITIZED UCC ITEMS		CHECK ALL THAT APPLY		
				A	B	C
Social, Communication, Restrictive Patterns, Motor	<ul style="list-style-type: none"> #6- difficulty maintaining personal space #10- difficulty making or keeping friends #11- difficulty joining an activity #19- strong need for routine #26- unmotivated by customary rewards #29- strong need for closure #32- little or no speech 	<ul style="list-style-type: none"> #43- fails to initiate or respond to greetings #46- difficulty starting or joining conversations #47- difficulty asking for help #49- difficulty expressing thoughts/feelings #81- difficulty with handwriting #84- difficulty using hands for fine motor tasks #85- displays atypical activity (stereotyped) #90- difficulty starting and completing actions 				
 Sensory/Biological Needs	Sensory/Biological Intervention:	<ul style="list-style-type: none"> Slant board for writing Textured paper Adapted pencils (grippers) Use black construction paper framing box to reduce distractions Include physical activities in academic lessons 		✓	✓	
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> #81 Difficulty with handwriting #84 Difficulty using hands for fine motor tasks #85 Atypical activity level (under active) 				
 Reinforcement	Reinforcement Intervention:	<ul style="list-style-type: none"> Update Ginny's reinforcement inventory Include Barney videos as reinforcers, playing with balls Reinforce Ginny for maintaining personal space with peers Reinforce for successful practice and initiations of conversations. Reinforce Ginny for using her language boards, choice boards, desk communication board, pictures of peers Reinforce Ginny for using peers' names in a variety of settings (e.g., classroom, playground, cafeteria, etc.) Provide break / choices, playing games, social interaction with peers Reinforce Ginny for using "help" card Reinforce Ginny for stopping an activity appropriately 		✓		✓
	Underlying Characteristics Addressed:	<ul style="list-style-type: none"> #6 Difficulty maintaining personal space #10 Difficulty making or keeping friends #46 Difficulty starting or joining conversations #32 Little speech #26 Unmotivated by customary rewards #47 Difficulty asking for help #29 Strong need for closure #43 Fails to initiate or respond to greetings 				

Implementing Interventions

CAPS

Aspy, R., & Grossman, B., 2007, p.51

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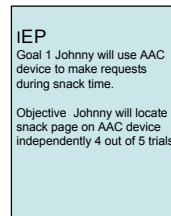
Organizational Matrix: Building Supports for Individuals with ASD Comprehensive Autism Planning System (CAPS)

Child/Student: Ginny

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalization Plan
7:30-7:55	Transition from car to breakfast	Choose breakfast using breakfast board Using Interactive language board Independent use of schedule	Choice board of breakfast items Interactive language board	Choice of food items	Not at this time	Have additional social language on board (greetings, questions). Work on table manners	Data sheet for choice Data use of NALS board	Use language boards during lunch or dinner at home
8:05-8:20	Independent Morning Work Lunch Count Prep	Independent work of mastered math problems Review menu for lunch choices Self-monitoring Charting lunch count Collect and organize data (ss) Follow two- and three-step oral directions. (ss)	Visuals to break-down task (1-5, raise hand, finished) Visual focusing aide Priming for lunch count Mastered math problems	Complete 5 problems – get a break of her choice	Ginny needs black construction paper box around problem to write in box Slant board with textured paper underneath for more feedback	Follow general education classroom rules Review lunch choices Ginny will ask peers if they have one of the lunch choices by holding the choice up and saying the name (i.e. Hamburger, Home lunch) PECS book	Use of self-monitoring sheets, % independent	Self-monitoring in other subjects Using peers names throughout the school day

Why was CAPS developed?

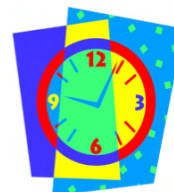
- Teams were changing and training would be needed again each year.
- During transitions knowledge was not shared.



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Why was CAPS developed?

- Students often move and new teams have to get to know these students, reinventing the wheel is not fair to the student or the teacher.
- Simply, what works for the individual was not being shared.



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What does CAPS do?

- Provides a venue for individualized team planning combining effective and diverse strategies as needed.
- Provides consistency of programming across time and setting
- Bridges IEP with core curriculum to effectively use daily teachable moments.
- Facilitates targeted professional development.
- Facilitates transition at the end of school year.
- Provides structured flexibility across methodologies.

Comprehensive Autism Planning System (CAPS)

Time	Activity	Skills/STO	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills/Communication	Data Collection	Generalization

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COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)

(Henry and Myles, 2007)

Time	Activity	Skills/STO	Structure/Modifications	Reinforcement	Sensory Strategies	Social Skills/Communication	Data Collection	Generalization

CAPS is the framework tying the daily schedule to the underlying characteristics identified in the UCC and the interventions outlined in the Ziggurat.

COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)

(Henry and Myles, 2007)

Time	Activity	Skills/ STO	Structure/ Modifications	Reinforcement	Sensory Strategies	Social Skills/ Communication	Data Collection	Generalization

**Develop skills to teach based on State Standards,
IEP Goals, and Ziggurat interventions**

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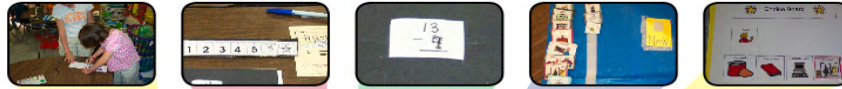
Ginny's CAPS

Comprehensive Autism Planning System (CAPS)

Child/Student: Ginny

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8:05-8:20	Independent Morning Work	Independent work of mastered math problems. Self-monitoring Review menu for lunch choices	Visuals to breakdown task (1-5, raise hand, finished) Visual focusing aide Visual Schedule	Complete 5 problems, - get a break of her choice	Ginny needs black construction paper box around problem to write in box Slant board with textured paper underneath for more feedback	Follow general edu- cation classroom rules Review of lunch choices	Use of self monitoring sheets, % independent Data sheet for transitions	Self-monitoring in other subjects
	Lunch Count Prep	Charting lunch count Collect and organize data (ss) Follow two- and three-step oral directions. (ss)	Priming for lunch count Trained peer buddy	Social reinforcement from peers	Sticky string for lunch graphing sheet	Ginny will ask peers if they have one of the lunch choices by holding the choice up and saying the name (i.e. Hamburger, Home lunch) Interpersonal skills (proximity to peer)		Using peers names throughout the school day

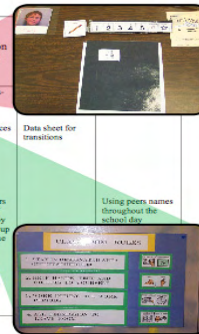
Strategies Embedded



Comprehensive Autism Planning System (CAPS)

Child/Student: Ginny

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills
8:05-8:20	Independent Morning Work	Independent work of mastered math problems Self-monitoring Review menu for lunch choices <i>Print legibly (ss)</i>	Visuals to breakdown task (1-5, raise hand, finished) Visual focusing aide Visual Schedule	Complete 5 problems – get a break of her choice	Ginny needs black construction paper box around problem to write in box Slant board with textured paper underneath for more feedback	Follow general education classroom rules Review lunch choices
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Comprehensive Autism Planning System (CAPS)

Child/Student: Ginny

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7:30-7:55	Transition from car to breakfast	Choose breakfast using Breakfast Board Using Interactive Language Board Independent use of schedule	Choice Board of breakfast items Interactive Language Board Visual Schedule	Choice of food items	Not at this time	Have additional social language on board (greetings, questions). Work on table manners	Data sheet for choices Data use of NALS Board	Use Language Boards during lunch or dinner at home
8:05-8:20	Independent Morning Work	Independent work of mastered math problems Self-monitoring Review menu for lunch choices	Visuals to breakdown task (1-5, raise hand, finished) Visual focusing aide Visual Schedule	Complete 5 problems – get a break of her choice	Ginny needs black construction paper box around problem to write in box Slant board with textured paper underneath for more feedback	Follow general education classroom rules Review lunch choices	Use of self monitoring sheets, % independent Data sheet for transitions	Self-monitoring in other subjects
	Lunch Count Prep	Charting lunch count <i>Collect and organize data (ss)</i> <i>Follow two- and three-step oral directions (ss)</i>	Priming for lunch count Trained peer buddy	Social reinforcement from peers	Sticky string for lunch graphing sheet	Ginny will ask peers if they have one of the lunch choices by holding the choice up and saying the name (i.e. Hamburger, Home lunch) Interpersonal skills (proximity to peer)		Using peers names throughout the school day

Ginny - Lunch Count

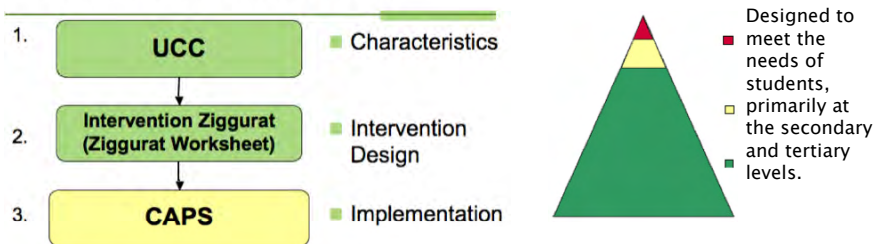


Graphing



Comprehensive Process

General Intervention Plan



Resources

- Henry, S., & Myles, B. (2007) *The Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism and related disabilities*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Aspy, R., & Grossman, B. (2007) *The Ziggurat Model: A framework for designing comprehensive interventions with high functioning autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Myles, B. S., Grossman, B. G., Aspy, R., Henry, S. A., & Coffin, A. B. (2007). Planning a comprehensive program for students with autism spectrum disorders using evidence-based practices. *Education and Training in Developmental Disabilities*, 42(4), 398-409.